

EYFS Physical Activity Policy

Introduction

At The Baird Primary Academy, the EYFS is committed to promoting the health and well-being of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity in our Early Years setting.

Definition of Physical Activity

Physical activity in young children is defined as –

'...activity that involves trunk movements and more exertion than the minimal movement required to carry out simple everyday tasks such as washing, bathing, dressing or activities such as playing board games or other passive play'

Making the case for UK Physical Activity Guidelines, Early Years Working Paper

NHS guidance

Being physically active every day is important for the healthy growth and development of babies, toddlers and pre-schoolers.

For this age group, activity of any intensity should be encouraged, including light activity and more energetic physical activity

Children who can walk on their own should be physically active every day for at least 180 minutes (3 hours). This should be spread throughout the day, indoors or outside.

The 180 minutes can include light activity such as standing up, moving around, rolling and playing, as well as more energetic activity like skipping, hopping, running and jumping.

Active play, such as using a climbing frame, riding a bike, playing in water, chasing games and ball games, is the best way for this age group to get moving

Children under 5 should not be inactive for long periods, except when they're asleep. Watching TV, travelling by car, bus or train, or being strapped into a buggy for long periods are not good for a child's health and development. There's growing evidence that such behaviour can increase their risk of poor health. '

Taken from: 'Physical activity guidelines for children (under 5 years) taken from the *'Live Well'* document produced by the NHS

Physical Activity Aims and Objectives

We will ensure that all aspects of physical activity in the EYFS setting are promoted to enhance the health and physical well-being of children, staff and parents/carers. We will take into account individual needs and cultural diversities, to best promote the well-being of our pupils.

We aim to:

- enable children, staff and parents/carers to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes.
- provide and promote opportunities for staff and children to be physically active throughout the day and beyond the setting.
- ensure that staff strive to be positive physical activity role models to families.

Environment and Implementation

The Baird Primary Academy has a wide range of indoor and outdoor resources that support the development of both fine and gross motor skills. Within this provision, there are numerous opportunities for light and active play. This provision includes: a mud kitchen; climbing equipment; a boat; a tepee; an all-weather surface, with a track, to use for balance bikes, scooters and trikes. Our resources for Physical Development also include: gardening equipment, i.e. wheelbarrows, brooms, trowels etc; larger equipment which can be used for construction and for independent exploration of managing risk during physically challenging play; opportunities for scientific enquiry; and PE equipment, e.g balls, hoops, parachutes etc.

As well as the large grass and all-weather areas linked to the EYFS provision, the children also use: the halls for PE activities (including using the gym equipment); our 'forest school'; and the school playing fields.

To promote opportunities for physical development within the EYFS, home and community, we will:

- ensure varied physical development activities are represented in both the indoor and outdoor provision every day.
- Go for walks in the local area and around the academy's grounds
- Get outdoors as much as possible, letting the children explore the natural environment
- Provide suitable clothing to enable children to explore the outdoors in all weathers
- Provide 'active' toys such as balls, bats, scooters, bikes etc.
- Include active games for indoor and outdoor play, including time-tabled Physical Development slots in hall
- support parents to encourage children out of the buggy and to walk, starting with short distances and building up
- Respond to music through movement and dance (Including 'Busy Feet')
- Provide action songs and nursery rhymes for all ages
- Encourage all staff and parents to participate in activity (Including 'Easy Peasey' and Balanceability)
- Provide safe and stimulating areas in which children can be active

Equal Opportunities

We aim to ensure that all physical activity opportunities offered are designed to be inclusive and cater for different ability levels.

At The Baird Primary Academy, we believe that all pupils within our EYFS provision, including those with special educational needs and disabilities, are entitled to a comprehensive programme of physical education which fulfil the 'Statutory framework for the Early Years Foundation Stage' requirements for 'Physical Development', and takes into account their personal requirements and interests.

Activities are differentiated for individual children, where necessary, to ensure that they are developmentally appropriate. The staff also use a range of teaching approaches and organisation management to ensure that:

- tasks are differentiated to ensure they match pupils' different abilities, needs and interests
- tasks are well planned so that they balance challenge with opportunities for success
- tasks are planned so that pupils of different abilities make progress
- achievement of all is maximised by providing variation in tasks, resources, support and group structure (this includes 1-1, paired, small group and large group opportunities tailored to the needs of the pupils)

Health and Safety

Risk assessments are carried out regularly and members of staff assess the safety of playground resources and activities daily.

All adults working with the children have a full induction and all checks are undertaken, in line with our Safeguarding Policy.

For further details, please refer to the setting's Health and Safety Policy and Risk Assessments.

Staff development

We aim to seek out training opportunities for staff to enable them to develop skills and knowledge to support and delivery physical activity.

We aspire for all our staff to be good role models for our pupils. Staff have a responsibility to promote physical activity and to support physical development and we feel that it is important that they are appropriately trained. To ensure that all staff are confident in delivering and supporting physical development, we provide regular CPD sessions.

Parents / Carers as Partners

We aim to:

- promote and encourage the importance of regular physical activity for families and staff.
- support families in their understanding of their child's physical development needs and how to enhance these.

The Baird Primary Academy appreciates the important role that the family has in encouraging their children to be active. Through our 'Stay and Play' events and weekly newsletters, we make sure that the parents and carers are aware of the minimum requirements for children's activity and share ideas for keeping their children active and healthy. We use the 'EasyPeasey' programme to encourage families to support their children with simple, educational games provided by the scheme.

Active Travel to the Academy

As part of our ethos to promote activity in the broader community, we:

- take part yearly in 'Walk to School' week and 'Beat the Street'
- we work with KM Charity Team's 'Walk to School' initiative which presents an award to the class with the highest number of children walking to school every week
- we provide bike and scooter parking and children are encouraged to cycle or scoot to school

Monitoring and Evaluation

The EYFS Lead is responsible for the monitoring of physical activity in the setting. A range of measures are used to evaluate the impact of the provision in line with this policy and the statutory frameworks.

Policy Adopted on: 7th January 2019

Name: Carly Welch

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